

Sing Out Loud! Wordplay: Music Resources for English Language Teachers

Wordplay is an exciting collaboration between the U.S. Department of State's American English, American Music Abroad, and American Voices programs designed to bring music and lyrics into the English Language classrooms across the world!

In this webinar, we will:

- explore this new resource, which includes downloadable audio tracks, videos, and classroom-ready activities
- discuss the benefits of using music in the English language classroom, how to access these free materials, and how to use and adapt them for your own teaching context.



U.S. DEPARTMENT OF STATE



Katrina J. Schmidt



Katrina received her MA in TESOL at the New School and has taught for over 12 years in universities in the United States, Colombia, Mexico, and China. She has served as a U.S. Department of State English Language Fellow in Mexico, and she is currently an English Language Specialist in Brazil. Katrina works at Loyola University New Orleans in the Intensive English Language Program and as a consultant for FHI 360.

Katrina's interests include materials design, technology in education, and social justice. In her spare time, she loves to travel, cook, and spend time with her husband.



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Sing Out Loud Wordplay: Music Resources for English Language Teachers



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In this session, we will...

Discuss the benefits of music for language learning

Learn about the Sing Out Loud: Wordplay project

Get ideas on how to use Wordplay in your classroom





Brainstorm



**Why is music important
when learning a language?**

Music in the classroom...

- Creates a fun atmosphere
- Provides a feeling of community
- Incorporates students' generational culture
- Reduces anxiety and increases motivation



Music in the classroom...

- Authentic Language
 - Vocabulary
 - Chunks of language
 - Slang
- Pronunciation practice
 - Prosody, stress, and intonation
 - Specific sounds
 - Connected speech
- Opportunities for memorization and retention
- Culture





Do you use music to teach about culture in your classes?



In this session, we will...

Discuss the benefits of music for language learning

Learn about the Sing Out Loud: Wordplay project

Get ideas on how to use Wordplay in your classroom



Sing Out Loud: Wordplay



Sing Out Loud

Thirteen bands and musicians from the United States have created songs for you to use in your classrooms!

- Different genres
- New, fresh approach



BLACK ALLEY
Band, Drums, Gogo, Hood Rock, Trap



SETH GLIER
Piano, Songwriter



GINA CHAVEZ
Folk, Latinx, Pop



BEN WILL
Funk, Hip Hop, Jazz, R&B



TONY MEMMEL AND HIS BAND
Singer, Songwriter



TAMARA JADE
Pop, Soul



SUB-RADIO
Indie Pop, Pop



LOHAI
Jazz, Pop



JESSICA LYNN
Country, Rock



DERIK NELSON
Singer, Songwriter



DAMN TALL BUILDINGS
American Roots, Blues, Bluegrass, Roots Rock, Vintage Swing



BASSEL AND THE SUPERNATURALS
Funk, Soul



What type of music is your favorite?
What's your students' favorite?



Sing Out Loud


These materials are Creative Commons resources. That means they are...

- Copyright free
- Printable
- Downloadable
- Shareable



Sing Out Loud: Wordplay


WORDPLAY
SETH GLIER



LEARNING MATERIALS




Wordplay is brought to you by ECA/A/L, American Music Abroad, and American Voices.

AMERICAN MUSIC ABROADAMERICAN ENGLISH


(Click to view Snapshots)

Download Full Lesson Package

We have created lesson plans and a video series to use in the classroom. Scroll down to see all lesson materials or download the full package here.



PLAYLIST FOR CLASSROOM ENGAGEMENT

FEATURED SONG

LESSON PLANS

SNAPSHOTS

SNAPSHOT ACTIVITIES

VIDEOS


ABOUT THE ARTIST

SURVEY

PRINTABLE VERSION

DOWNLOAD ALL

FEATURED SONG: "TIL FURTHER NOTICE" – SETH GLIER



1. "Til Further Notice (Full Version)" — SETH GLIER	3:10
2. "Til Further Notice (Karaoke)" — SETH GLIER	3:10

Download 'Til Further Notice by Seth Glier

Each artist has:

- A featured song - music video, lyrics only video, and audio file
- Video activities
- Lesson plans
- Glossary
- Artist bio
- Snapshot activities
- A printable materials package



Have you used teaching resources from
the American English website?

What is your favorite resource?



Find Wordplay at American English



Find Wordplay at American English

The screenshot shows the homepage of the American English website. At the top left is the logo 'A E AMERICAN ENGLISH'. To the right of the logo are links for 'View disclaimer' and a 'Select Language' dropdown menu. Below these is a search bar labeled 'Search This Site'. The main navigation bar has three sections: 'ABOUT US', 'RESOURCES AND PROGRAMS', and 'ENGLISH TEACHING FORUM'. A large red arrow points from the 'ABOUT US' section to the 'RESOURCES AND PROGRAMS' section. The 'RESOURCES AND PROGRAMS' section is expanded, showing a list of links: 'Teaching the Four Skills', 'U.S. Culture, Music & Games', 'Webinars', 'Massive Open Online Courses (MOOCs)', 'Other Resources', 'English Club Texts and Materials', 'Teacher's Corner', 'Comics for Language Learning', and 'Online Professional English Network (OPEN)'. Below the navigation bar is a 'SEARCH OUR RESOURCES' section. To the right of the search bar is a large red banner with the text 'sh an English ces'. Below the banner is a section titled 'or Browse by Category' with a right arrow. At the bottom, there is a row of four resource categories: 'TEACHING THE FOUR SKILLS' (with a sub-header 'Resources for teaching reading, writing, speaking, and listening'), 'WRITING RESOURCES', 'READING RESOURCES', 'LISTENING RESOURCES', and 'SPEAKING RESOURCES'. Each category has a small image and a brief description.

A E AMERICAN ENGLISH

[View disclaimer](#) [Select Language](#) ▼

Search This Site 🔍

ABOUT US **RESOURCES AND PROGRAMS** **ENGLISH TEACHING FORUM**

Teaching the Four Skills
U.S. Culture, Music & Games
Webinars
Massive Open Online Courses (MOOCs)
Other Resources
English Club Texts and Materials
Teacher's Corner
Comics for Language Learning
Online Professional English Network (OPEN)

SEARCH OUR RESOURCES

TEACHING THE FOUR SKILLS
Resources for teaching reading, writing, speaking, and listening.

WRITING RESOURCES
View all resources to teach students to write English.

READING RESOURCES
View all resources to teach students to read English.

LISTENING RESOURCES
View all resources to teach English through listening.

SPEAKING RESOURCES
View all resources to teach students to speak English.

Find Wordplay at American English

U.S. CULTURE, SONGS & GAMES

Resources about U.S. culture plus songs and games to use in the classroom.




Sing Out Loud
Word Play

The Lighter Side
of TEFL, Volume
2

Activate Games
for Learning
American
English: Board
Games

American Rhythms

Find Wordplay at American English



Sing Out Loud Word Play

Wordplay is an exciting program between American English, U.S. Department of State, American Music Abroad, and American Voices to bring music and lyrics into the English Language classrooms across the world.

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Featuring artists from the American Music Abroad program, Wordplay links up the drivers of the English language with people learning it to create a fresh take on learning. It enhances our understanding of English in the way that it is spoken and adapted, especially through music.

Visit Website

Format: MP3, Text

Video

Visit Website







TABLE OF CONTENTS

Sub radio: What You Want to Hear

Download Worksheets and Audio at American English

TABLE OF CONTENTS


Sub radio: What You Want to Hear

Genre: Indie Pop, Pop

Location: USA

Group Size: 5 members

Artist Homepage: <https://www.sub-radio.com/>



Silver Spring, MD-based Sub-Radio makes indie pop that grooves, stabs, winks, punches, and inspires. Founded by six childhood friends, they built a following in their hometown of Washington, D.C. on the strength of ecstatic live shows and a stream of releases. Following a national tour in 2019, their 2020 EP, produced by Andrew Maury (Shawn Mendes, Lizzo, COIN) and Mike Kamerman (Smallpools), takes the band in a bigger and brighter direction than ever.

Sub-Radio is Adam Bradley (vocals), Matt Prodanovich (guitar, vocals), Michael Pereira (drums), John Fengya (keys, guitar, vocals), Barry Siford (bass), and Kyle Cochran (guitar, keys).

Format: MP3, Text


Resources


Sub radio: All Activities


Text (PDF)


Sub radio: What You Want to Hear

Song (MP3)










Visit the Wordplay Website



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Format: MP3, Text

Video

Visit Website







TABLE OF CONTENTS

Sub radio: What You Want to Hear

<https://thelyricsproject.org/>

A person with glasses and a beard is playing a drum set in a dimly lit room. The person is wearing a dark t-shirt with the word "FREEDOM" and a patch that says "BLACK ALLY" on the sleeve. Overlaid on the image is the "AMERICAN A E ENGLISH" logo, where "A" is in a blue square and "E" is in a red square. Below the logo is the tagline "Sing Out Loud!".

AMERICAN
A E
ENGLISH

Sing Out Loud!

Wordplay is an exciting program between American English, the U.S. Department of State, American Music Abroad, and American Voices to bring music and lyrics into the English Language classrooms across the world. Featuring artists from the American Music Abroad program, Wordplay links up the drivers of the English language with people learning it to create a fresh take on learning. It enhances our understanding of English in the way that it is spoken and adapted, especially through music.

American English American Music Abroad

Wordplay Resources

- **Worksheets with Lesson Plans**
- **Audio**
- Music Videos
- Karaoke Videos
- Musician Videos
- Snapshots
- Short 30-Second Videos

Remember, you can download the worksheets and audio files!

[FEATURED SONG](#)
[VIDEO ACTIVITIES](#)
[LESSON PLANS](#)
[GLOSSARY](#)
[SNAPSHOTS](#)
[ABOUT THE ARTIST](#)
[SURVEY](#)
[PRINTABLE VERSION](#)

FEATURED SONG: "BE ME"

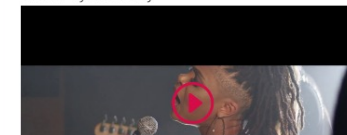
We have provided multiple formats for different classrooms, including:

1. Official Music Video
2. Lyrics-Only Video
3. Audio Version

[Download "Be Me" by Black Alley \(mp3\)](#)

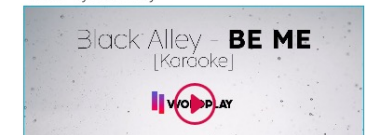
1. OFFICIAL MUSIC VIDEO

"Be Me" by Black Alley



2. KARAOKE (LYRICS-ONLY) VIDEO

"Be Me" by Black Alley



Scroll to the bottom
of the Wordplay
website to find the
language packages!

Choose an Artist

LANGUAGE PACKAGES



BLACK ALLEY

Band, Drums, Gogo, Hood Rock, Trap



SETH GLIER

Piano, Songwriter



GINA CHAVEZ

Folk, Latinx, Pop



BEN WILL

Funk, Hip Hop, Jazz, R&B



TONY MEMMEL AND HIS BAND

Singer, Songwriter



TAMARA JADE

Pop, Soul



SUB-RADIO

Indie Pop, Pop




LOHAI

Jazz, Pop

Featured Song

Listen online or download
to save!

FEATURED SONG: "TIL FURTHER NOTICE" – SETH GLIER



"Til Further Notice (Full Version)"
Wordplay
SETH GLIER

00:00

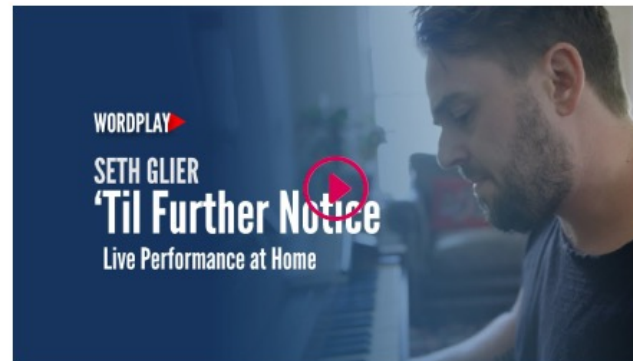
00:00

00:00

1. "Til Further Notice (Full Version)" — SETH GLIER	3:10
2. "Til Further Notice (Karaoke)" — SETH GLIER	3:10

[Download 'Til Further Notice by Seth Glier](#)

MUSIC VIDEO

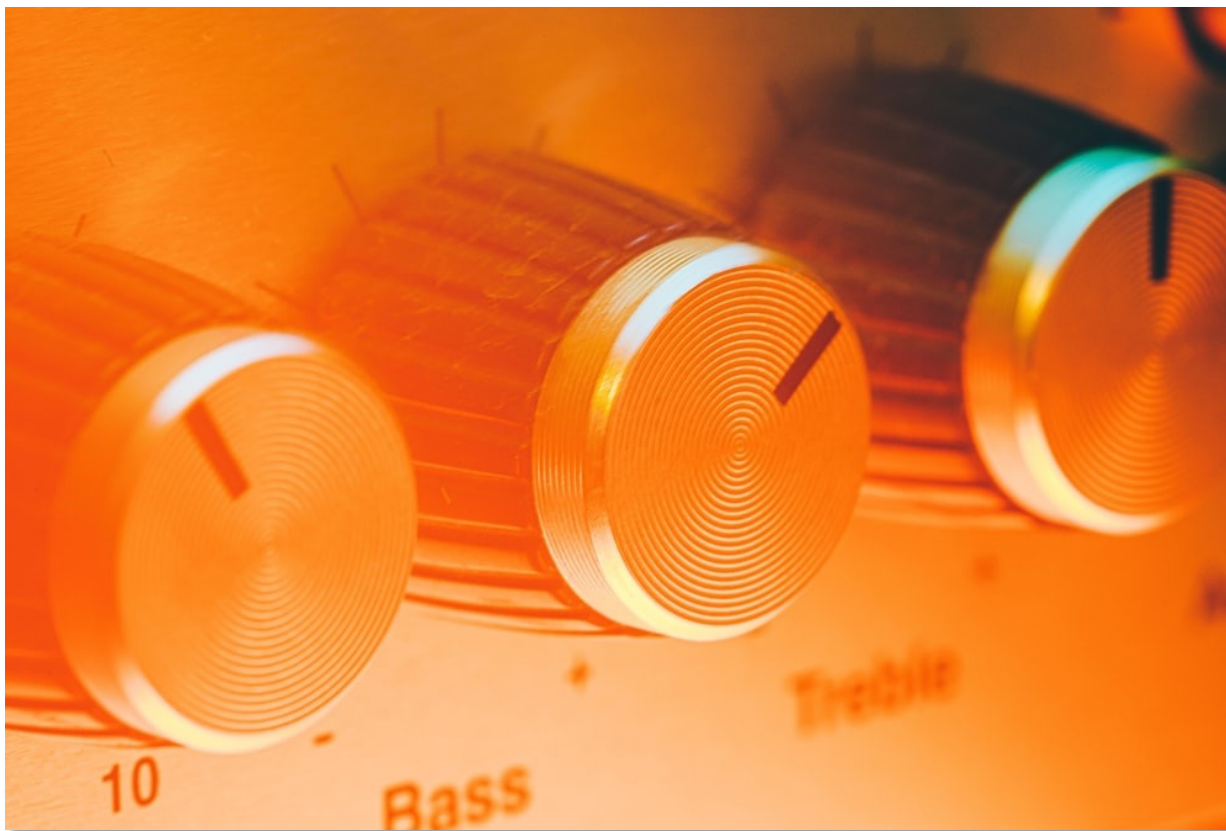


LYRIC VIDEO





Do you use audio or video in your classes?



Featured Music Video



Featured Karaoke Video



What genre/style of music is Sub-Radio?

Would your students like this song?

FEATURED SONG: **WHAT YOU WANT TO HEAR** BY SUB RADIO



[Download What You Want To Hear by Sub Radio](#)

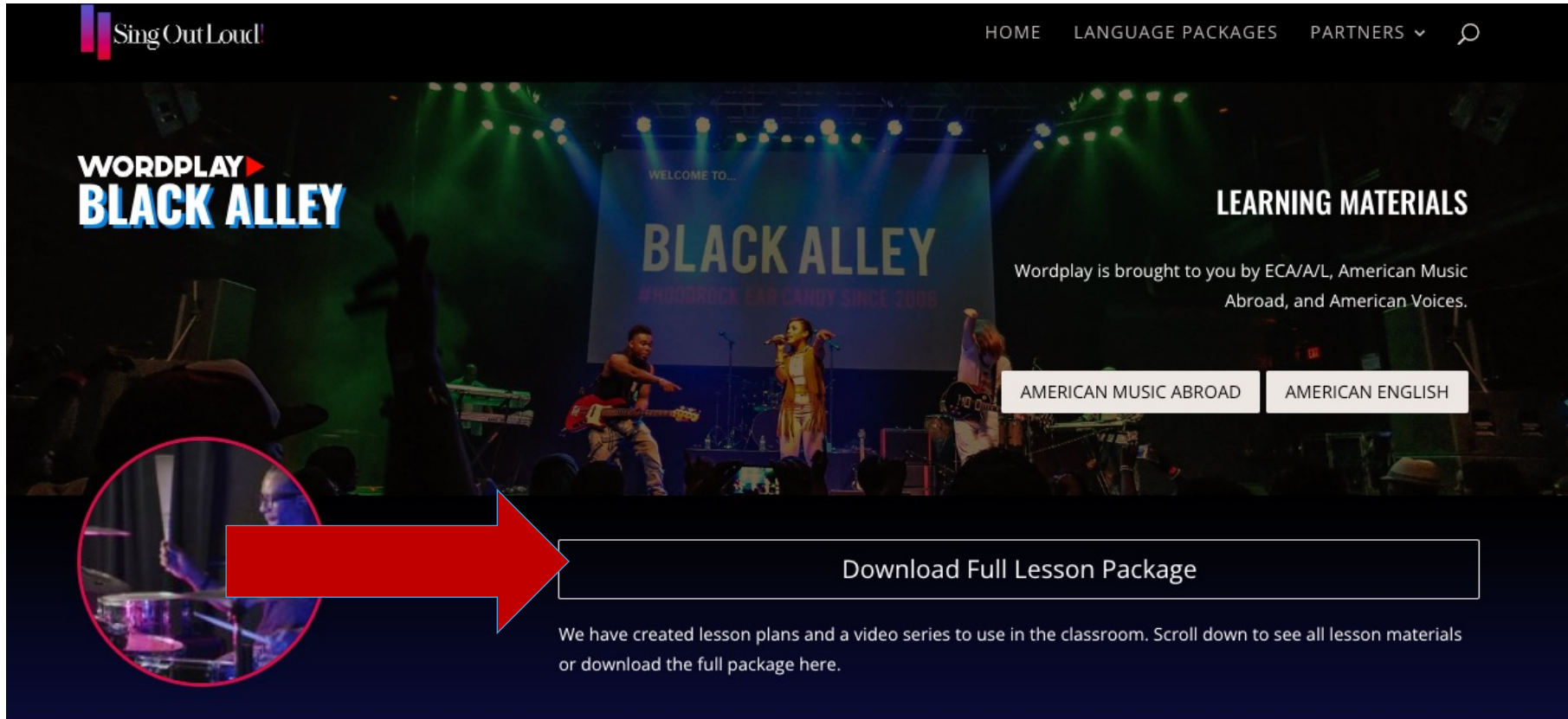
MUSIC VIDEO



LYRIC VIDEO



Downloadable Content



Sing Out Loud!

HOME LANGUAGE PACKAGES PARTNERS

WORDPLAY
BLACK ALLEY

WELCOME TO...
BLACK ALLEY
#HODDOROCK EAR CANDY SINCE 2008

LEARNING MATERIALS

Wordplay is brought to you by ECA/V/L, American Music Abroad, and American Voices.

AMERICAN MUSIC ABROAD AMERICAN ENGLISH

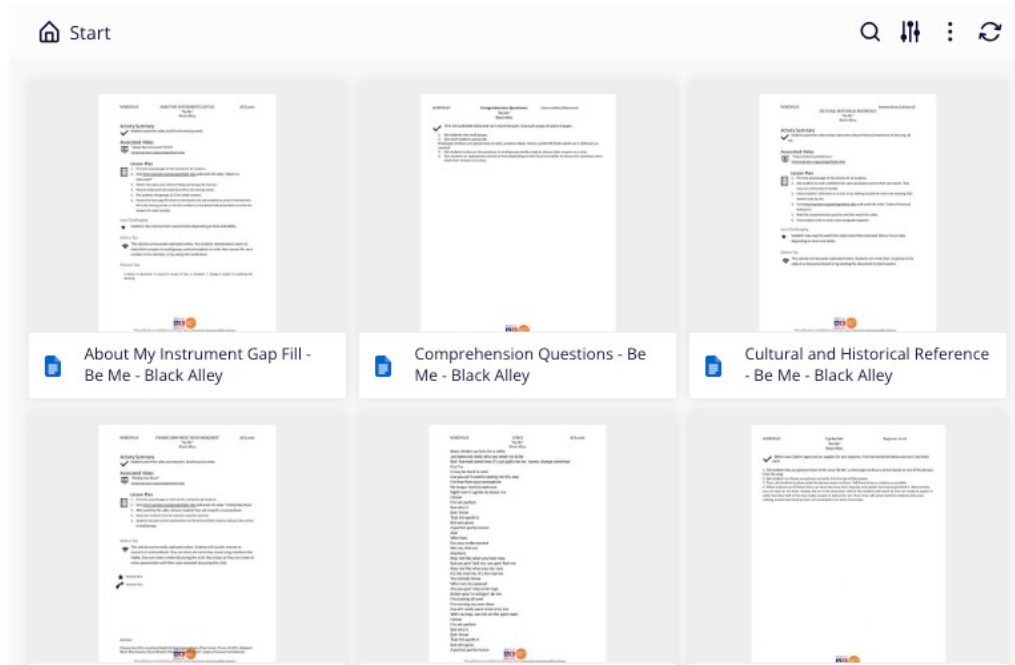
Download Full Lesson Package

We have created lesson plans and a video series to use in the classroom. Scroll down to see all lesson materials or download the full package here.

Worksheets

LESSON PLANS

Download these lesson plans for use in the classroom. Refer back to the videos above while teaching. These publications are available free of charge online: <http://www.americanenglish.state.gov>



Scroll to the bottom of the artist's page to find the individual worksheet activities!

Lesson Plans

Step by step instructions

Lesson Plan



1. Print the second page of this activity for all students.
2. Visit thelyricsproject.org/package/black-alley and watch the video “Be Me.”
3. Ask students to take 1-2 minutes to look at the song lyrics before listening.
4. Play the song and ask students to change the underlined words into the slang or shortened words they hear in the song. You can choose to provide your students with a word bank. (Ex. Trying to → trynna)
5. Put students into groups of 2-3 to check answers.
6. Project the lyrics gap-fill sheet on the board, and ask students to come to the board to fill in the missing words, or list the numbers on the board and ask students to write the answers for each number.

**Worksheets have
lesson plans!**

Lesson Plans

- Ideas for different levels
- Online Teaching Tips

More Challenging



Create a Gratitude Wall in the classroom, and tape students' sentences to the wall. Students can add more sentences about what makes them happy throughout the week.

Online Tip



Create a Padlet board (<https://padlet.com/>) and ask students to write 5 sentences about what makes them happy. Then ask them to read their classmates' sentences and look for similar answers.

Glossary

View word definitions on the website
or
download the worksheet!

PROGRAM MATERIALS

Click the tabs below to access all the materials for Wordplay.

LESSON PLANS

LYRICS

GLOSSARY

ICONS

A2 LEVEL WORDS

church

noun

A building used for Christian religious ceremonies

history

noun

Past events or the study of past events

lies

verb

To say or write something that is not true

repeat

verb

To happen or do again

rock

verb (informal)

To affect or influence someone or something powerfully turn;

noun

An opportunity or responsibility to do or use something before or after other people

B1 LEVEL WORDS

Video activities

VIDEO ACTIVITIES



SONG INSPIRATION

Black Alley talks about the story behind their song.



ABOUT MY INSTRUMENT

How the drums work with Black Alley's style.



SPOKEN VS. WRITTEN

How speaking differs from writing, especially through lyrics.



SONG WRITING PROCESS

How Black Alley writes their songs through storytelling.



CULTURE REFERENCES

How "Be Me" is about being your authentic self.



HOOD ROCK STYLE

Black Alley's unique genre of trap, rock, and gogo.

Musician Created Videos With Worksheet Activities



1. What does “**we gon’ be alright**” mean?
2. Why did she choose to sing the words “we gon’ be alright” like this?

Snapshot Activities

SNAPSHOTS



CLICK TO WATCH!

Short question videos to use in the classroom to start new conversations in a modern “Stories” format.

The short games can be used with the Snapshot videos for a quick activity in the classroom.

SNAPSHOT ACTIVITIES

SNOWBALL FIGHT

Students try to match answers to with the students who wrote them.

CHOREOGRAPHY

Students compete to remember gestures and sounds created for common vocabulary.

STAND WHERE YOU STAND

Students move to a specific spot in the room, and stand together to show answers to a prompt.

COUNT ME IN

Students compete to make small groups as quickly as possible.

QUIZ, QUIZ, TRADE

Students ask and answer a series of set questions in pairs.

**30-second videos with
short classroom activities**

Snapshot Activities

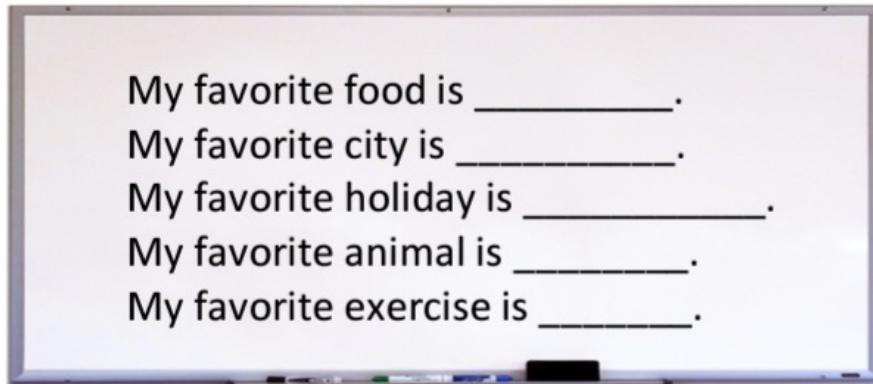
Snowball Fight

Materials Needed

- small piece of paper (1 per student)

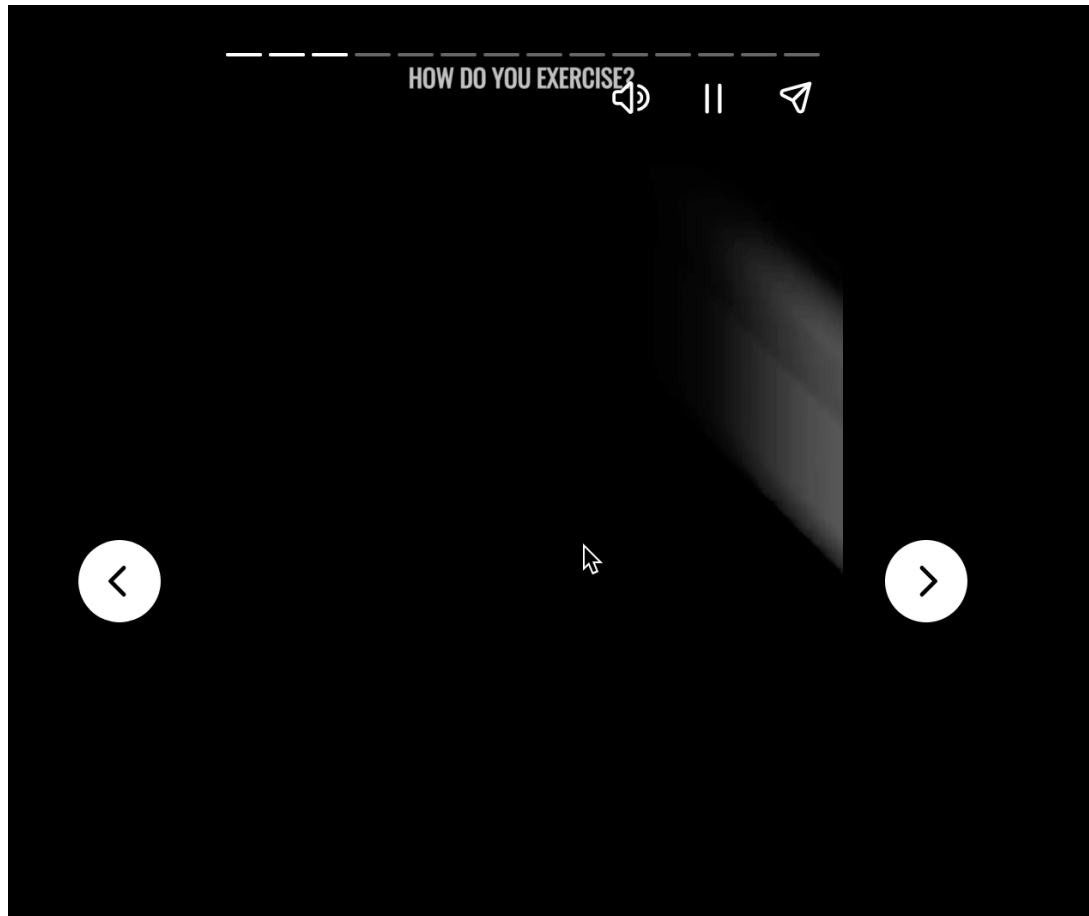
Step 1

The teacher writes 3-5 of the prompts from *Snapshots!* videos on the board.



**30-second videos with
short classroom activities**

Snapshot Activities



**30-second videos with
short classroom activities**

In this session, we will...

Discuss the benefits of music for language learning

Learn about the Sing Out Loud: Wordplay project

Get ideas on how to use Wordplay in your classroom



Sing Out Loud Wordplay

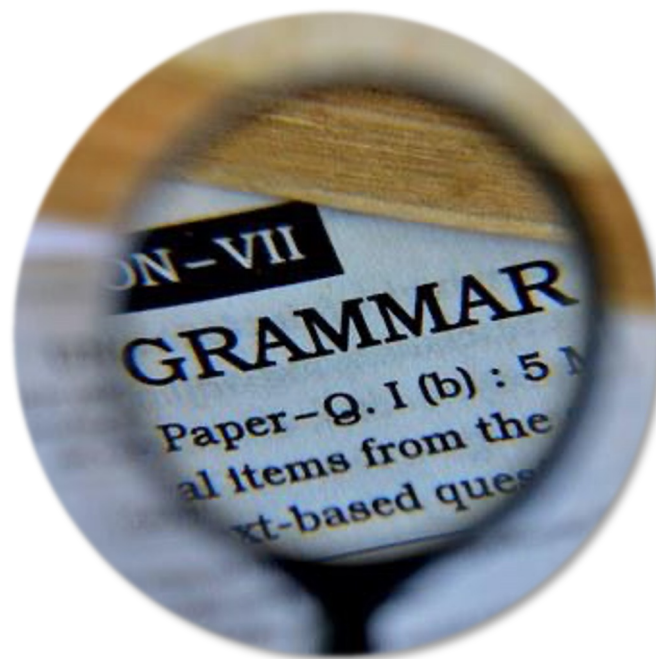
**Many different
types of English
language activities
for different levels
of students!**

- Vocabulary
- Speaking
- Listening
- Writing
- Grammar
- Pronunciation





Have you used music in your English classes before?
If so, what topics have you taught using music?



Example Activity: Lyrics Gap

WORDPLAY

Irregular Past Lyrics Gap
“Tell me what you want to hear”
Sub-Radio

Beginner/Intermediate

Activity Summary



Practice listening for irregular past tense verbs.



Lesson Plan

Print enough lyrics gap-fill sheets for each student.

1. Give each student their own lyrics gap-fill sheet.
2. Ask them to take 1-2 minutes to look at the song lyrics before listening.
3. Play the song and ask students to fill in the missing irregular past tense words. Play the song a second time to complete the worksheet.
4. Put students into groups of 2-3 to check answers.
5. Project the lyrics gap-fill sheet on the board, and ask students to come to the board to fill in the missing words, or complete write the numbers on the board and ask students to write the answers for each number.

Let's try an activity!

Long night, _____ up in the details

Texts, calls and emails from my broken friends

Long time since I _____ I could fix them

Now everything is _____ up, man it never ends





What adaptations could
you do to make this
activity less challenging?

Long night, _____ up in the details
Texts, calls and emails from my broken friends
Long time since I _____ I could fix them
Now everything is _____ up, man it never ends
Ooh, call up everyone I know and tell them
I love 'em and their problems
Hey, are we all as lonely as we say
Is a phone call all it takes?

Adaptation idea

★ Less Challenging

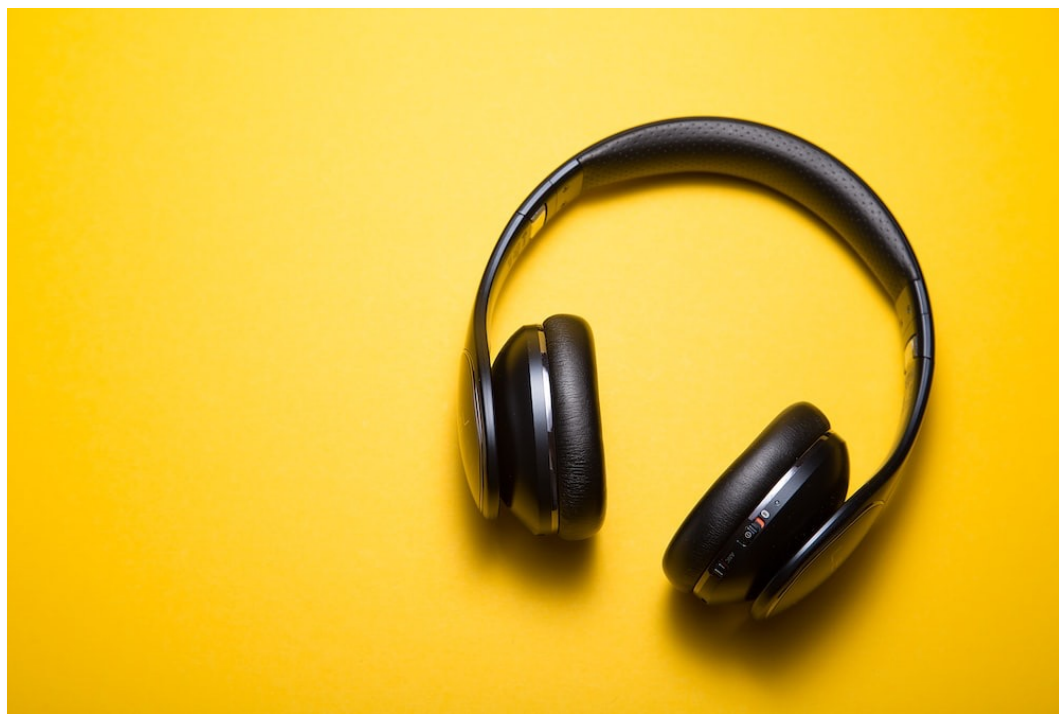
Give students the present tense verb forms of the words before listening to the audio.

Answer key:

1. caught
2. thought
3. mixed
4. felt
5. could
6. did
7. put



What language skills are you using
to do this lyrics gap activity?



Beginner/Intermediate Level Questions

How do you prefer to talk to your friends? Do you use text messages, phone calls, or e-mail? Why?	Do you think siblings (brothers and sisters) can be friends? Why or why not?	What type of activities do you like to do with your friends?
Are you a good friend? Why or why not?	Can men and women be friends? Why or why not?	Do you prefer to do activities in big or small groups? Why?
Think of someone who is a good friend. What	Would you prefer to	Is it important to have things in common with



Name_____

You are going to search for a musician or band that is new to you. Please fill out this chart with their information. You can use music websites, social media, or suggestions from friends or family to find a new musical artist.

Name of musician or band:	Genre/style of music:
How did you find this musician/band?	
What song(s) did you listen to from this musician/band?	
Would you recommend this musician/band to your friends? Why?	



Simile Activity

Lesson Plan



1. Print the similes worksheet on the next page of this activity for all students before class.
2. Before watching the video, tell students that they will need to write down a definition of a simile as they watch the video.
3. Play the video once while students take notes.
4. Tell students to check their answers with a partner and then check their answers with the class.
5. After defining what a simile is, give students the similes worksheet. They can work individually or in small groups.

Simile Activity

We use similes to describe two things using the words *like* and *as*. Using similes can make our writing more descriptive and interesting.

Find the similes that use the word *like* in the song “Blade of Grass.” How many similes did you find? _____ Check your answer with a partner.

Underline the similes in the examples below. Then complete the following sentences to create your own similes using the words *like* and *as*.

Examples:

Her eyes are as bright as the sun.

Last night, I was so tired that I slept like a baby.

Let's try an activity!

1. My mouth is as dry as _____.
2. Last night, I ate dinner like _____.
3. I swim like _____.

In this session, we will...

Discuss the benefits of music for language learning

Learn about the Sing Out Loud: Wordplay project

Get ideas on how to use Wordplay in your classroom



Reflection



What type of Wordplay material would you like to use in your classroom?



INSPIRATION FOR THE SONG [BASSEL AND THE...

Bassel talks about the Inspiration for their song "Smoke"



SPOKEN VS. WRITTEN [BASSEL AND THE...

Bassel and the Supernaturals discusses a line from



PLAYING THE BASS [BASSEL AND THE...

Jackson from Bassel and the Supernaturals discusses how he plays



MUSICAL REFERENCE [BASSEL AND THE...

Jackson from Bassel and the Supernaturals discusses a musical



SONGWRITING PROCESS [BASSEL AND THE...

Brandon from Bassel and the Supernaturals discusses the



MUSIC THEORY [BASSEL AND THE...

Guitarist Brandon from Bassel and the Supernaturals



RHYTHM PATTERNS [BASSEL AND THE...

Mike, the drummer from Bassel and the Supernaturals,



DISCOVERING NEW MUSIC [BASSEL AND TH...

Mike, the drummer from Bassel and the Supernaturals,



Thank you!

Discuss the benefits of music for language learning

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References

Engh, D. (2013). *Why use music in English language learning? A survey of the literature* - ed. Retrieved August 26, 2022, from <https://files.eric.ed.gov/fulltext/EJ1076582.pdf>

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Thank you!

Questions or concerns?

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<https://openenglishcommunity.org/page/american-english-webinar-series/>

AE website: americanenglish.state.gov

AE YouTube channel: youtube.com/StateAmericanEnglish

AE for Educators Facebook page: facebook.com/AmericanEnglishforEducators

AE Facebook page: facebook.com/AmericanEnglishatState



Reflection Questions

1. What styles of music might your students enjoy working with in English language classes? How can you learn about their interests?
2. What things might you need to consider when previewing music content for use in your classes? What support might you need to offer students during activities that involve music-based content?
3. Which activities shared today might you use or adapt in class? What content offered by Sing Out Loud: Wordplay would be a good fit for your teaching objectives and student interests?



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